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The American public school no longer exists for the purpose of producing respectable middle class citizens. Moreover, the school administrator, long trained to manage schools, teachers, parents, and children with unquestioned authority, is approaching extinction. Schools have not been for educating children but for producing conformity to socially acceptable norms. The emerging social environment is not as supportive of uniformity, middle class responsibility, and quiet citizenship as it once was. If the administrator is to survive, he must recognize that the world is changing and change with it. The school administrator will need to focus on previously ignored dimensions such as the attitudinal stance of teachers, students, and parents. He will need to understand and be able to accept the values of others which are contrary to his own. Administrators will have to learn new skills of institutional planning, organizational diagnosis, resource development, conflict management, and data utilization. In short, the time has arrived for creativity in providing a school environment to meet the needs of a diverse student population from a pluralistic society. (TT)

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Educational Administration

and

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by

Francis M. Trusty

Presented to the Knox County School Administrators in Gatlinburg, Tennessee

September 12, 1968

Educational Administration and Social Reform

Francis M. Trusty

The thesis that I would like to explore with you this evening is that the American public school no longer exists for the purpose of producing respectable middle class citizens. It no longer enjoys the luxury of teaching carefully selected educational content to a neighborhood clientele. Further, the school administrator, long trained to manage schools, teachers, parents and unruly children with unquestioned authority, is approaching extinction.

Let me elaborate. Several years ago George Spindler, an anthropologist at Stanford University suggested that a new ~~set~~ of values were emerging in America. David Reisman in his paperback, The Lonely Crowd, described three kinds of people in our society. The tradition directed, the inner directed and the other directed. The White Anglo Saxon Protestant syndrome was summarily, if not officially, buried with the advent of the civil rights movement in this country and the election of a Catholic president, John F. Kennedy. The advent of a possible 4th party in politics, the far right, the new left, the doves, the hawks, the student movements on college campuses and the hippies and Yippies leave no doubt that America is no longer a nation of people all holding the same values.

With the advent of pluralistic values, the American public school curriculum can no longer reflect the myths, the folklore, and the dominant concerns of a single segment of the public. The clientele of public schools includes the socially sophisticated and intelligent student (and his parents) the upward mobile student from achievement oriented homes (and his parents) and the non-accepting student (and his parents) from a variety of environments.

Providing a curriculum to meet the needs of this diverse student population is not unlike creating a supermarket to provide adequately for the needs of

Shaker Heights, Carbondale, Illinois and the South Side of Chicago.

The school administrator, long trained to manage or administer an established social institution, finds both the institution and society in a state of flux. How can you manage something that doesn't respond to traditional controls? How do you get direction from a society that hasn't decided which way to go? You can't. For this reason I suggest that the school manager or administrator is going to disappear as we now know him. In his book, Dare the Schools Build a New Social Order, George Counts bravely suggested that schools should take the leadership. This has not however been a noted characteristic of the American public schools. They have, rather, been noted for their ability to follow -- at least 50 years behind social reality.

With this as a prologue, I beg your indulgence in more directly addressing myself to the problems of Educational Affluence and Social Reform. Our focus here is the administrator and his function in helping the educational enterprise become more effective. Several themes inter-twine to produce the complex picture which the administrator must understand if he hopes to develop strategies of success. These relate to social values, inter-institutional arrangements, organizational resources and their development problems critical to growth and development, and emerging professional skills.

The complexity of institutional arrangements, the needs of participants and the traditions of the past make most of us feel impotent in dealing with any problem other than small ones. We know how to spank a child, advise a student club, visit a teacher's class and make out a 6 period day teaching schedule. We do not know how to effectively help another person or group of people resolve their personal anxieties or to get Mrs. Jones, now on the faculty for 25 years, to change her rigid attitudes about slow students. The

more complex problems related to involving many parents, teachers, students and outside resource people in thinking through ^{ways} ~~the problem~~ of providing every child, of whatever race, an educational program befitting a democracy of first class citizens seems beyond our ability.

As administrators we have not learned how to authentically involve parents, teachers, and students in making important decisions. We have "used" parents, teachers and students to confirm decisions we have made. Maintaining school stability has been one of our primary functions. We have not had the skills to create and manage conflict to useful and productive ends. Failure to accept conflict (called competition in the business world and diplomacy in inter-governmental affairs) as a natural phenomenon has deprived us of experience in developing strategies for using conflict producing situations. Witness the birth pangs attendant to our initial exposure to teacher negotiations.

Several new skills are needed by administrators. They need skills in institutional planning, organizational diagnosis, resource development, conflict management, and data utilization. Let me illustrate what I am trying to say. Managing or administering in contrast to planning tends to emphasize the administrator's ability to react to situations, to be a fire fighter, if you will. His tools are the authoritative stance, decisiveness and fair play. His goal, to reinstate stability or order.

Planning, on the other hand emphasizes data gathering, analysis, a pre-testing of alternative modes of behavior against assumptions which have been made explicit, and a concern for long range improvements.

Administrators need skills in diagnosing organizational pathologies much as a medical doctor. Like a surgeon he must also know when to operate. Helping teachers and students develop their own potential in a school setting requires some insight regarding their human needs and how these can be met.

Two concepts will serve to illustrate this point. The first concept was developed by Maslow, a psychologist at Brandeis University and a National Training Laboratory consultant.

see overlay #1

The second concept was developed by Chris Argyris, head of the Administrative Science Division at Yale University.

see overlay #2

The administrator also needs an understanding of conflict and skill in resolving it. Capitulation, cooptation, negotiation, win-lose are strategies that, when understood in terms of Lewin's force field theory, can help an administrator give leadership from within a conflict situation. To remain unskilled is indeed to invite extinction.

The social environment of administrators has often supported educational practices such as getting to school on time, quietness in study halls, no reading of outside books (i. e., paperbacks, textbooks, funny books, etc.) in the library (except where the library is used as a study hall), hall passes, vice-principals in charge of discipline rather than guidance counselors, and attendance reports in on time. The emphasis has been on control, and stability which are social norms rather than on spontaneity and creativity which are high order characteristics of the individual. Schools have not been for educating children but for producing conformity to socially acceptable norms.

Let us look at what might be a typical cognitive map of a school administrator. This map has helped order his world and provide security. It provides a meaningful way of classifying all incoming data.

see overlay #3

The emerging social environment of the school administrator is different. This environment is not as supportive of uniformity, middle class responsibility, and quiet citizenship. The efficient production of better Buicks, faster airplanes, air conditioners, etc., may demonstrate the superiority of the private enterprise system but it has not to date eliminated the social, economic, political, and educational gap which many citizens feel. The resulting pressures produce a different world for administrators to understand and cope with.

Issues, once solved in board rooms, are now subject to public scrutiny and debate. What happens in Czechoslovakia is page one news in America. Selma is a household word. The ghetto, unknown to many of us, represents a force which affects all of us. The world has changed and we must change with it. School administrators must see the world as it is.

Part of that reality involves developing some self insight regarding our own attitudes and the cognitive map we may need to develop if we are to help solve the problem rather than be a part of it.

see overlay # 4

Earlier I mentioned several themes which are a part of the complex picture which the administrator must understand if he is to develop strategies for success. These related to social values, inter-institutional arrangements, organizational resources and their development, problems critical to growth and development, and emerging professional skills.

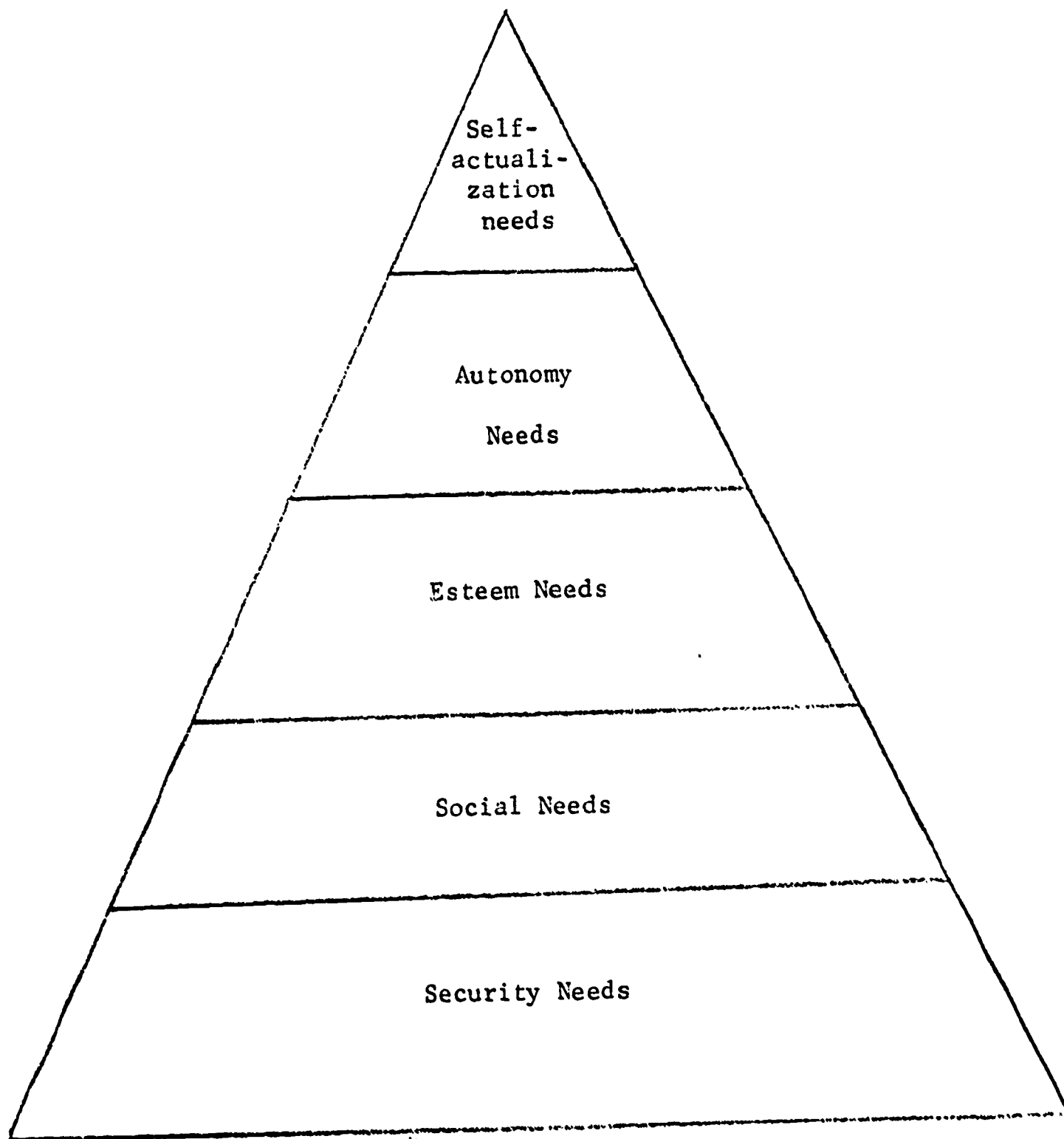
I would like to suggest that effective administrative behavior in our time of social reform will need to match the strides made in other segments of our affluent culture. Specifically, the school administrator will need to focus on previously ignored dimensions such as the attitudinal stance of teachers, students and administrators. He or she will need to understand and be able to accept the values of others which are contrary to their own. Working effectively with change as it comes and initiating it where desirable will be a natural part of each administrator's professional career. Admin-

istrators will need to be authentic in their behavior, honest with themselves, teachers, and students. More concern for school climate and a self-renewing organizational structure will be necessary.

Participation, cooperative planning and decision making, utilization of newer technologies and establishing educational goals or target setting will also characterize the administrator's behavior.

In closing, let me say the time for creativity has arrived. We must free the human spirit of bondage. We must seek to understand the differences that divide us and build a social order on common trust genuine inter-dependence.

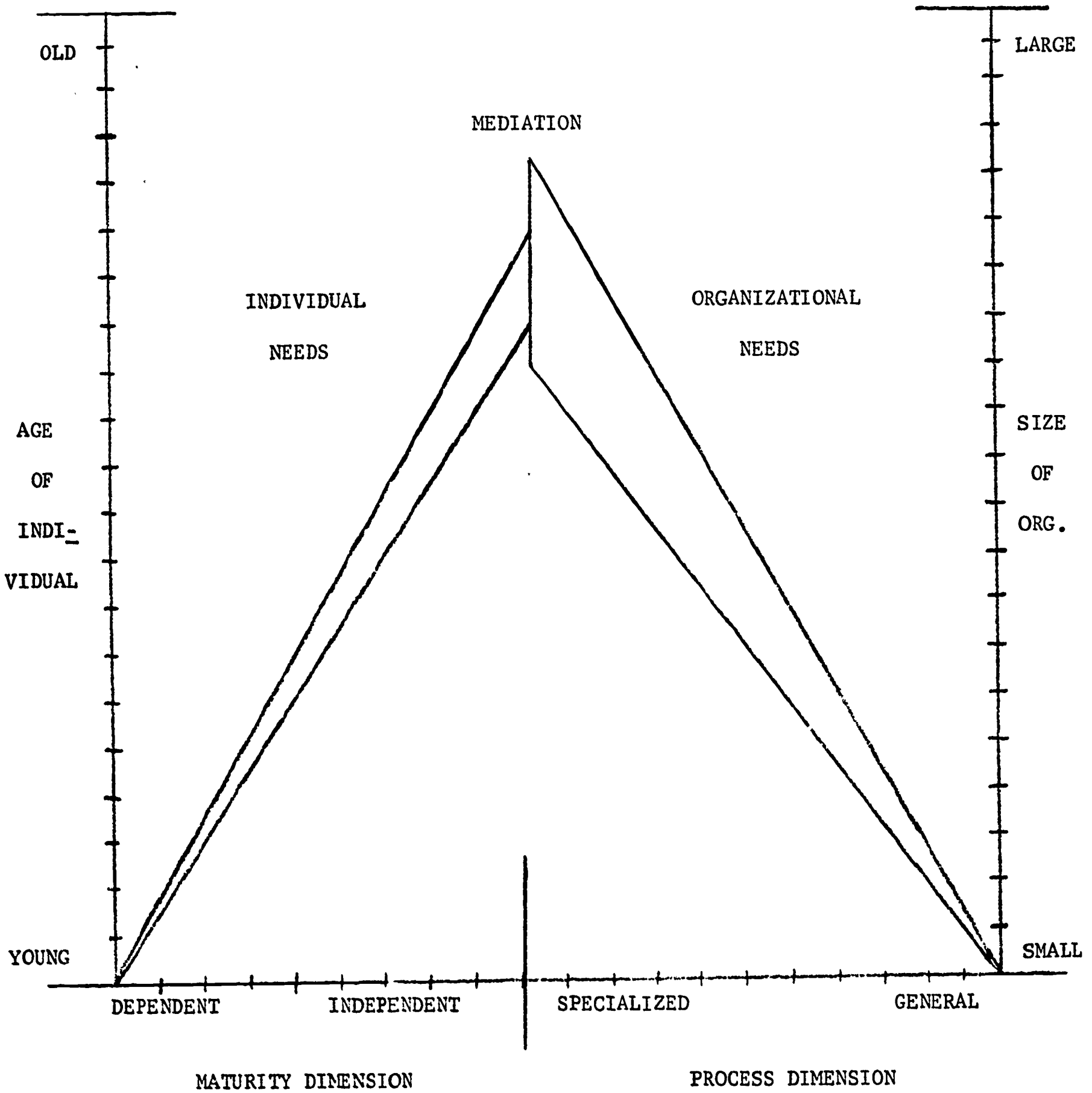
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Maslow-type hierarchy of needs used by Lyman W. Porter in study reported in Job Attitudes in Management: Perceived Satisfaction and Importance of Needs. Berkeley, California: Institute of Industrial Relations, 1964.

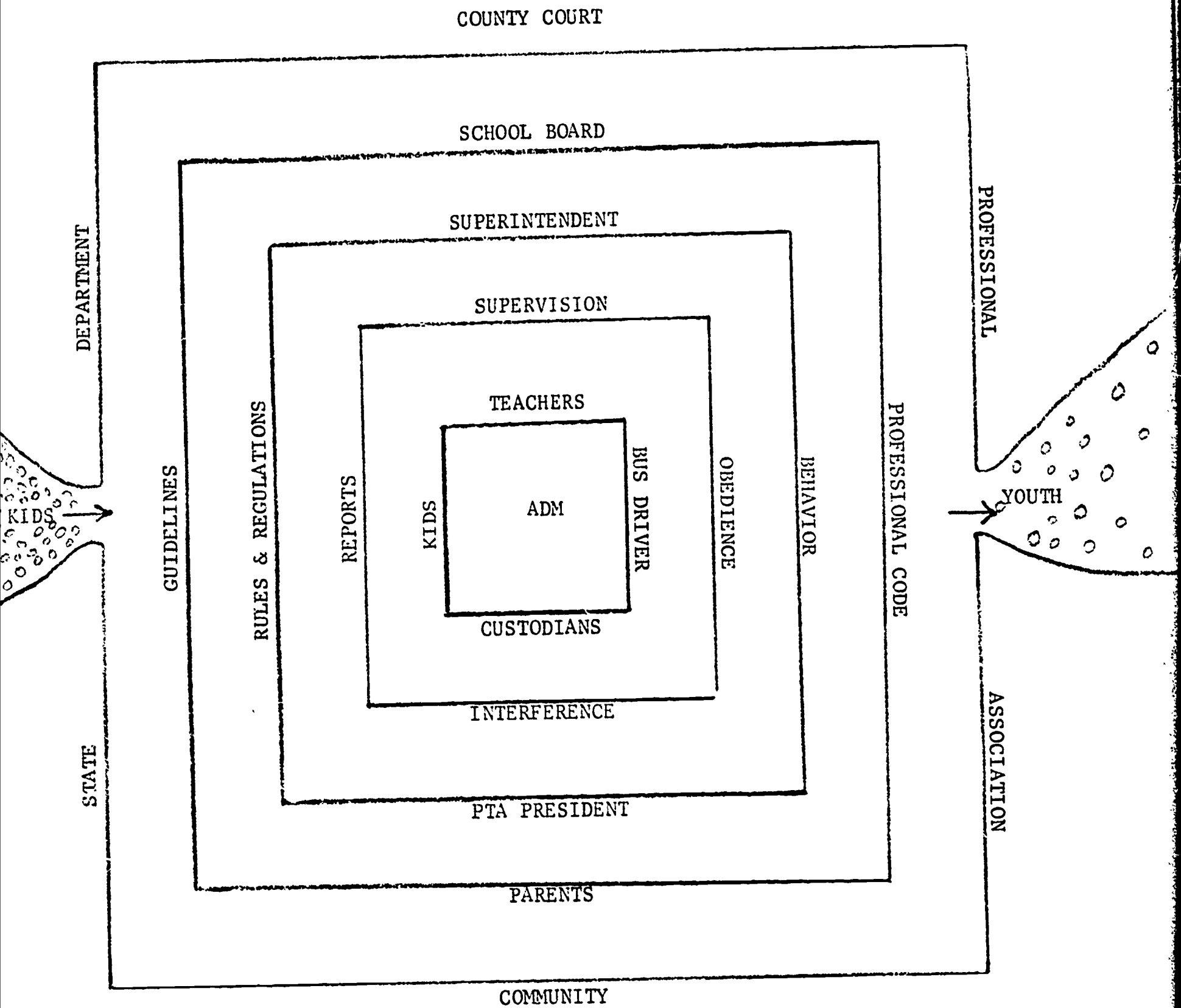
#2

THE ADMINISTRATIVE ROLE



#3

A MANAGEMENT ORIENTED COGNITIVE MAP



#4

A LEARNER CENTERED COGNITIVE MAP

